

THE COMPONENTS OF A MASTERY FRAMEWORK

Purpose	District and school staff can use this checklist to discuss whether or not they have in place all the elements of a mastery framework.
Materials	Self-Review: Components of a Mastery Framework
Media	<p><i>Developing a Mastery Framework</i>, multimedia overview. (8:41)</p> <p><i>Formative Assessment</i>, video interview with expert Dr. Lynn Fuchs. (8:26)</p> <p><i>Research-Based Instructional Programs</i>, video interview with expert Dr. Lynn Fuchs. (8:38)</p> <p><i>Formative Assessment on a Daily Basis</i>, audio interview. (5:53)</p>
Topic	National Math Panel: Critical Foundations for Algebra
Practice	Mastery Framework

The Components of a Mastery Framework

This self-review will help district and school mathematics leaders understand the key components of a mastery framework and assess their own progress towards putting these components in place. Technical assistance and professional development providers can use this tool to plan the design of components that are missing from the current approach or suggest refinements to more closely align components with recommended practice. For additional ideas about how to implement components of a mastery framework, review the recommended media presentations and artifacts.

Self-Review: Key Components of a Mastery Framework				
Benchmarks	Fully Developed	Partially Developed	Not Yet In Place	Guidance and Resources Needed
1. District (or school) has a set of common benchmarks for grades Pre-K – 8 that describe the mathematics topics and skills that should be mastered in preparation for algebra.				
2. The benchmarks described in Item #1 are aligned with the benchmarks and mastery points recommended by the National Mathematics Advisory Panel.				
3. The district's (or school's) Pre-K – 8 mathematics program is aligned with the benchmarks.				
4. All teachers of mathematics have been trained in the meaning of the benchmarks and how to implement the benchmarks at each grade level.				
Formative / Benchmark Assessments	Fully Developed	Partially Developed	Not Yet In Place	Guidance and Resources Needed
1. Teachers have access to an array of formal formative assessments aligned with benchmarks.				
2. Teachers have received training in how to use different types of informal assessments to check for understanding.				
3. Teachers have access to in-class support, e.g., support from coaches, for implementing formative assessments and interpreting results.				
4. Teachers have structured opportunities for reviewing the results of formative and benchmark assessments and sharing strategies in areas of weakness.				

5. Teachers administer formative assessments more frequently, i.e., weekly or bi-weekly, for students who are struggling in mathematics.				
6. Teachers have access to information about teaching strategies and materials directly keyed to formative assessment results.				
7. Results from formal formative and benchmark assessments are organized via computer technology for easy access and review.				
8. Teachers frequently use results from formative and benchmark assessments to group students for additional instruction as needed.				
Differentiated Instruction/Interventions	Fully Developed	Partially Developed	Not Yet In Place	Guidance and Resources Needed
9. All teachers have received training in strategies for working with struggling students in mathematics, e.g., explicit instruction, multiple representations, etc.				
10. Teachers have access to in-class support, e.g., support from coaches, for implementing teaching strategies for supporting struggling students.				
11. All teachers have access to materials to support struggling students, e.g., concrete materials, multiple, including virtual, representations, etc.				
12. The school schedule includes periods of time to allow for tutoring or re-teaching.				
13. The school has formally identified intervention approaches and the process by which students receive additional support.				
14. The school offers accelerated and enrichment opportunities for students who are gifted in mathematics.				
15. Teachers receive training on how students learn mathematics and how to address the differing needs of students.				